



# Educational Resources

A Newsletter of

**KAHN EDUCATIONAL GROUP, LLC; Consulting and Placement Services**

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Editor: Elizabeth Littlejohn

College Admissions • Day/Boarding Schools • Special Needs • Summer Programs • Crisis Intervention

## Top 10 Rules for Selecting a College or University



1. Never make your final college selection without visiting at least your top two or three choices. No matter how well you think you know a college or university, you can learn a lot (good or bad) by spending a few hours on campus, including whether or not the college feels like a good "fit" for you. Having family members accompany you on college visits is a great idea because it gives you extra "eyes and ears" and people with whom you can discuss your impressions.
2. There are no exceptions to rule #1.
3. A college is not necessarily right for you because its name is familiar. That might seem pretty obvious, but you wouldn't believe how many students equate educational quality with name recognition.
4. Investigate at least three or four colleges you know little or nothing about but offer the field(s) of study of interest to you, are appropriately selective for a student with your grades and **SAT** or **ACT** scores, and are located in geographic areas attractive to you. You have nothing to lose and you might make a great discovery. A little research and an open mind can greatly increase the odds that you make a good college choice.
5. There are very few worse reasons to select a college than because your friends are going there. Choosing a college because your girlfriend or boyfriend is headed there is one of them.
6. Investigate, investigate, investigate, and be sure to separate reality from (often baseless) opinions. Lots of folks will refer to a college as "good", "hard to get into", "a party school", "too expensive", etc. without really knowing the facts. Don't accept these kinds of generalizations without evidence.
7. Do not rule out colleges early because of cost. Many colleges offer scholarships, financial aid, and tuition installment plans that make them far more affordable than they may first appear. You can't/won't know how much it will cost to attend a college until the very end of the process.
8. Deadlines, whether for college applications, **SAT** or **ACT** registration, financial aid, scholarships, campus housing, etc. are not suggestions. Miss a deadline and you may find yourself in deep you-know-what. Write down on a calendar and adhere strictly to all deadlines.
9. Don't be afraid to apply to a few "reach schools." You might be pleasantly surprised by the results if you are not entirely unrealistic. Then, apply to at least three colleges you like which are highly likely to admit you. Remember, choose these three colleges very carefully as they are the places where you are mostly likely to wind up. Finally, choose at least two "safety" colleges. Colleges to which you are virtually certain you will be admitted. Choosing "safety" schools they don't really like is a mistake many students make. If you take the time to choose safety schools you would be happy to attend, you'll eliminate all the anxiety some students experience in the college application and admissions process.
10. When it is time to make your final choice, discuss your options with your family, your counselor, and others who know you well and whose judgment you value. If you have a tough time choosing among two or more colleges or universities it is probably because you have done a good job putting together your list and you will be happy at whichever institution you choose. Once you make your choice, don't agonize over it. If you have followed these rules there is an excellent chance your final college choice will be a good one.

## NOTES

Please visit our website for summer college tour opportunities. Parents and students can find this information under *Helpful Links (Events)* on the website.

### SENIORS

Congratulations to all of you who got in to the college of your choice and to those who were offered scholarships.

We hope that you create a summer schedule that aligns with your interests and passions or allows you to earn some spending money for college. Consider part-time jobs, community service, travel, internships or outdoor excursions. Work on getting that driver's license. And make time for friends.

### JUNIORS

If you get as much of the college admissions process out of the way before your senior year, your chances of having a smooth last year of high school increase exponentially. It'll give you more time to work on your schoolwork (the fall semester is looked at very closely by college admission counselors), extracurricular activities and (hopefully) still have some fun.

Try to do as much of the following to make your college admission process go as smoothly as possible. Request info from colleges, begin writing application essays, continue to prep for SAT/ACT, and make sure to visit colleges of interest.

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## Resources on the Web

**ON-LINE APPLICATIONS:**

[www.ezcollegeapps.com](http://www.ezcollegeapps.com)

Common Application:

[www.commonapp.org](http://www.commonapp.org)

Texas Common App:

[www.applytexas.org](http://www.applytexas.org)

Universal Application:

[www.universalcollegeapp.com](http://www.universalcollegeapp.com)

**SPECIAL INTEREST SITES:**

Hillel: The Foundation for Jewish Campus

Life- [www.hillel.org](http://www.hillel.org)

Council for Christian Colleges and Univer-

sities: [www.cccu.org](http://www.cccu.org)

College Athletic Association (NCAA):

[www.ncaa.org](http://www.ncaa.org)

Occupational Outlook Handbook:

[www.bls.gov/oco](http://www.bls.gov/oco)

Athletic Coach Database:

[www.collegecoachesonline.com](http://www.collegecoachesonline.com)

**COLLEGE FAIRS:**

[www.nacac.com/fairs.html](http://www.nacac.com/fairs.html)

**DIRECTORIES OF COLLEGE AND UNIVERSITY WEBSITES**

[www.allaboutcollege.com](http://www.allaboutcollege.com)

[www.careersandcolleges.org](http://www.careersandcolleges.org)

[www.college-access.net](http://www.college-access.net)

[www.petersons.com](http://www.petersons.com)

[www.collegeview.com/collegesearch/](http://www.collegeview.com/collegesearch/)

[www.usnews.com/usnews/edu/college/](http://www.usnews.com/usnews/edu/college/)

[www.mycollegeguide.org](http://www.mycollegeguide.org)

[www.collegeconfidential.com](http://www.collegeconfidential.com)

**DIRECTORIES OF AMERICAN UNIVERSITIES**

[www.clas.ufl.edu/CLAS/](http://www.clas.ufl.edu/CLAS/)

[american-universities.html](http://american-universities.html)

BY STATE:

<http://collegiateway.org/colleges.html>

[www.collegeview.com](http://www.collegeview.com)

**TESTS AND TUTORING:**

SAT Info: [www.collegeboard.org](http://www.collegeboard.org)

ACT Info: [www.actstudent.org](http://www.actstudent.org)

Princeton Review: [www.review.com](http://www.review.com)

Kaplan Tutors: [www.kaptest.com/tutoring](http://www.kaptest.com/tutoring)

**FINANCIAL AID / LOAN CALCULATORS:**

[www.fastweb.com](http://www.fastweb.com)

[www.finaid.org/calculators](http://www.finaid.org/calculators)

[www.nasfaa.org](http://www.nasfaa.org)

[www.freescholarship.com](http://www.freescholarship.com)

[www.college-scholarships.org](http://www.college-scholarships.org)

**GENERAL LD AND AD/HD:**

Assoc Higher Education & Disability:

[www.ahead.org](http://www.ahead.org)

ADD Assoc.: [www.add.org](http://www.add.org)

Learning Disabilities Online:

[www.ldonline.org](http://www.ldonline.org)

Learning Disabilities Assoc.:

[www.ldantl.org](http://www.ldantl.org)

National Center for LD:

[www.ncld.org](http://www.ncld.org)

Council for Exceptional Children:

[www.cec.org](http://www.cec.org)

International Dyslexia Assoc.:

[www.interdys.org](http://www.interdys.org)

**ADVOCACY AND LEGAL:**

Wrightslaw: [www.wrightslaw.com](http://www.wrightslaw.com)

Disability access information:

[www.janejarrow.com](http://www.janejarrow.com)

## TRAVEL NEWS



*As you know, my travel schedule takes me all over the U.S. to visit colleges, boarding schools, therapeutic schools and programs, and special needs facilities. I recently toured schools and programs in AZ, UT, CT, MD and Nevada. Upcoming trips will take me to Idaho and Utah.*

*While traveling, I do check my voicemail daily and will try to return all phone messages within 24 hours. Thank you all for your patience.*

## ADHD and Shame: Why We Feel it, and How to Manage it



### Shame and ADHD

Living with ADHD can feel like a constant stream of apologies: we're sorry we're late, sorry we lost our keys, sorry we can't keep the house neat — no matter how hard we try. If you have ADHD — especially if you were diagnosed late in your life — these endless apologies and self-blame may have added up to a crippling sense of shame. If you won't even look in your purse anymore because you're tortured by how disorganized it is, you may have a problem controlling your shame.

### What Is Shame?

Shame is characterized by a constant sense of inadequacy and agonizing feelings of embarrassment and humiliation. You may even feel like you're developing a secret life — you're so ashamed of who you are or what you've done that you're certain you'll never pass for "normal." Shame is arguably the most painful of all the symptoms associated with ADHD. We carry it like a heavy anvil around our neck, telling ourselves, "I'm bad. I'm stupid. I'm just a loser." Shame can lead to deep depression, crippling anxiety, and in some cases, self-medication with drugs or alcohol — all of which can make it more difficult to solve problems and get out of the negative cycle. Shame can make you defensive, which can come across as anger — if you lash out at the people closest to you, you may push them away just when you need them most.

### Expect Respect

People who are buried by shame sometimes let others walk all over them. You may be afraid to disagree with your boss, for example, out of fear that you'll blurt out something stupid. But this is a self-fulfilling prophecy — if you don't expect respect, people are unlikely to give it. When you learn to recognize your own strengths, instead of being held back by shame, you can set healthy limits to how people can treat you. Don't be afraid to enlist help, whether it's from a therapist, a friend, or your spouse. Having people on your team who "get it" and are looking out for you can work wonders. To find a coach or a therapist, begin by looking in the ADDitude directory.

### Come Up with Anti-Shame Systems

Tackle your shame head on, directly targeting the issues that cause it. For example, if you feel ashamed because you're always losing your car keys, come up with a specific system to keep track of them. Try taking a small basket and putting it on a table by the front door, and train yourself to put your car keys in the basket every day when you come in. As your track record slowly improves, your shame will turn into pride and higher self-esteem.

### Don't Make Excuses

You can't say to the IRS, "Look, I have ADD, so I didn't remember to pay my taxes." Don't become so consumed by your shame that you excuse yourself from inappropriate behaviors. Instead, acknowledge your ADHD as an underlying cause, and do the necessary work to overcome it, even when it's challenging.

### Don't Give Up!

People with ADHD are unbelievably tenacious. They keep trying, even when it's hard — it's part of what makes them special. Once you identify your positive traits, build your support system, and find out where you thrive, you can work towards putting your shame behind you.

## VOLUNTEER: SPECIAL OLYMPICS

Volunteers are the lifeline of the Special Olympics program. More than 1.5 million individuals worldwide, dedicate their time, to Special Olympics. These volunteers serve as coaches, officials, committee members, competition assistants and more.

For information on events, volunteering or participating in events visit

[www.specialolympicstexas.org](http://www.specialolympicstexas.org)

or contact Renee Klovenski at 713-290-0049 or

[rklovenski@sotx.org](mailto:rklovenski@sotx.org).

## UPCOMING

- 2015 Area Bocce Competition
- Kinkaid School
- September 19, 2015

- 2015 Area Softball Tournament
- Collins Park-Spring Klein Adult Sports Association
- September 26, 2015

- 2015 Regional Golf Tournament
- Cypress Lakes Golf Course
- September 28, 2015

- 2015 Area Aquatics Meet
- Cy Fair ISD Natatorium
- October 3, 2015

- Bowling for Badges
- Copperfield Bowl
- November 7, 2015

- 2015 Area Volleyball Tournament
- Willowbrook Sports Complex
- November 14, 2015

Greater Houston Area Office  
10700 Northwest Freeway  
Ste. 101  
Houston, TX 77092  
Contact: Christy Lynn  
(713) 290-0049  
[clynn@sotx.org](mailto:clynn@sotx.org)



## Bullying, Teen Aggression & Social Media



Everyone recognizes bullying's harmful effects on victims, but research now suggests that aggression harms bystanders and perpetrators, too. Students who bully are also more likely to be disruptive in school and engage in vandalism, reckless sexual activity, and the use of drugs and alcohol. These cascading behaviors entangle school officials and parents in emotionally and financially draining disciplinary proceedings that are frequently ineffectual and unproductive.

No longer shrugged off as part of a growing up, Bullying has been widely acknowledged as a problem with serious consequences for victims and perpetrators, schools and families... The pressure is on educators, parents, mental health professionals, and law enforcement to identify and address antisocial behavior seems to increase every year, especially with the growing roles of technology in the everyday lives of young people and the potential for social media to magnify the impact of aggressive behavior. Bullying does great harm to victims, but it also harms bystanders, and perpetrators. Studies show that teens who engage in bullying are more disruptive in school and more likely to engage in vandalism, shoplifting, reckless sexual activity, the use of drugs and alcohol, and more serious illegal activity. These cascading behaviors in turn can entangle school officials and parents in the civil and criminal system in ways that are emotionally and financially draining and unproductive.

Government policy makers have set goals for "safe and equitable learning environment for all students". Yet provide little guidance on how best to respond to bullying or what programs are effective. Communities understand that bullying is wrong but need help dealing with the problem in ways that are reasonable, appropriate, measured, and produce good outcomes. *Bullying, Teen Aggression, and Social Media* address this urgent need.

<http://www.civresearchinstitute.com/btasm.html>

## SAT APPS For Success



SAT  
Question  
of the Day

### 1. SAT Remix

Available for: cell phones (and not just smartphones)

Cost: starting at \$24.99 for three months

Download from: <http://satremix.com>

This vocabulary prep program uses vocabulary lessons set to music. Through this "Alpha learning," students are taught more than 300 of the most-missed words on the SAT.

### 2. ACT Practice for Dummies

Available for: iPhone® and iPad®

Cost: \$9.99

Download from: iTunes (iPhone applications store)

Features include more than 150 practice questions covering reading, writing and math skills, plus two full practice exams with time limits.

### 3. Watermelon Express SAT Connect

Available for: iPhone® and iPad®

Cost: \$9.99 for iPhone®, \$14.99 for iPad®

Download from: iTunes (iPhone applications store)

Billing itself as the "world's first and only cross-platform SAT test prep tool," this application is also available for computers. The content includes five mini tests, 650 practice questions with solutions, and 500 pages of review materials and test-taking tips.

### 4. ACTStudent

Available for: iPhone® and iPod Touch®

Cost: FREE

Download from: iTunes (iPhone applications store)

Created by the ACT, this application helps students prepare with practice items, scores and feedback to answers. A link to the ACT's mobile site offers answers to FAQs about the test.

<http://mycollegeguide.org/articles/9/151/act-sat-prep-8-apps-to-download>



play  
2  
prep

# Important Test Dates to Remember

[www.collegeboard.com](http://www.collegeboard.com)
[www.actstudent.org](http://www.actstudent.org)

SAT Test Dates			ACT Test Dates		
SAT & Subject	Registration Deadlines		ACT	Registration Deadlines	
Tests Dates	Regular	Late (fee required)	Tests Dates	Regular	Late (fee required)
October 3, 2015	September 4, 2015	September 22, 2015	September 12, 2015	August 7, 2015	August 8–21, 2015
November 7, 2015	October 9, 2015	October 23, 2015	October 24, 2015	September 18, 2015	September 19– October 2, 2015
December 5, 2015	November 5, 2015	November 23, 2015	December 12, 2015	November 6, 2015	November 7–20, 2015
January 23, 2016	December 28, 2015	January 12, 2015	February 6, 2016*	January 8, 2016	January 9–15, 2016

## Concordance between ACT Scores and SAT Scores

ACT Composite	SAT CR + Math	ACT English/Writing	SAT Writing
36	1600	36	800
34	1490-1530	34	770-790
32	1400-1430	32	710-720
30	1330-1350	30	660-680
28	1250-1280	28	620-630
26	1170-1200	26	590-600
24	1090-1120	24	550-560
22	1020-1040	22	510-520
20	940-970	20	470
18	860-890	18	430-440

## Changes for the New SAT

High school students who take the SAT in 2016 will face a very different test than those who came before them. From an increase in curriculum-based questions to a revamped essay section, here are some of the ways that the SAT is changing next year:

- No penalty for wrong answers:** Students won't be penalized for wrong answers anymore, which means an end to the days of staring at the bubble sheet and guessing whether it's worth it to guess.
- Revamped essay:** Instead of penning a personal essay for the writing section, students taking the new SAT will be asked to read a passage and then explain how the author is persuading the audience.
- Evidence-focused reading:** Just like the new essay section, the reading section will also be more focused on evidence. Students will be asked a question about the text, and then asked which piece of evidence best supports that answer.
- No more obscure vocabulary:** Instead of quizzing students on words they'll never use again like "abrogate" or "plaudit," the new SAT asks students to define a word based on how it's used in context.
- More graphs and charts:** The new test will have an increased emphasis on questions that make students infer information from graphs and charts, especially in the reading section. Students will also be asked to revise sentences in order to make them consistent with information in graphs.

## ON TAKING THE SAT/ACT

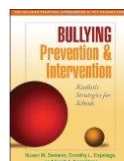
### The NEW Common Application Essay Questions

- Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.*
- The lessons we take from failure can be fundamental to later success. Recount an incident or time when you experienced failure. How did it affect you, and what did you learn from the experience?*
- Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?*
- Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma—anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.*
- Discuss an accomplishment or event, formal or informal that marked your transition from childhood to adulthood within your culture, community, or family.*

## Lindy's Bookshelf

### Bullying Preventions and Intervention: Realistic Strategies for School

By: Susan M. Swearer and Dorothy L. Espelage



Step-by-step strategies are presented for developing school- and districtwide policies, coordinating team-based prevention efforts, and implementing targeted interventions with students at risk. Special topics include how to involve teachers, parents, and peers in making schools safer; ways to address the root causes of bullying and victimization; the growing problem of online or cyberbullying; and approaches to evaluating intervention effectiveness.

### Goodbye High School, Hello World: A Real-Life Guide for Graduates

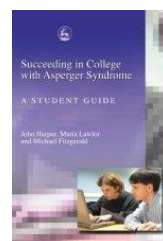
By: Bruce Bickel, Stan Jantz



Bruce and Stan answer questions from high school graduates they may not even have thought about yet. From money management to staying healthy, this guidebook will help you on your journey toward adulthood. Whether you're going to college, entering the workforce, or joining the military, get ready to face the world God's way!

### Succeeding in College with Asperger Syndrome: A Student Guide

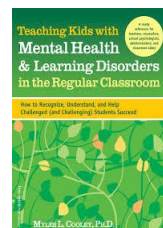
By: John Harpur



College life is particularly stressful for students with Asperger Syndrome (AS) and the resources that colleges provide for such students are often inadequate. This handbook provides information to help these students prepare for the rites and rituals of studying, interact with staff and fellow students, cope with expectations and pressure, and understand their academic and domestic responsibilities. Drawing on first-hand interviews with AS students and direct clinical experience, the authors address these and many other questions, and make practical recommendations.

### Teaching Kids with Mental Health and Learning Disorders in the Regular Classroom

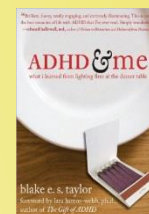
By: Myles L. Cooley, Ph.D.



A tool for educators, counselors, and administrators that describes often observed disorders in school children; how the disorders might be exhibited in the classroom and what to do (or sometimes what not to do).

### ADHD and Me: What I Learned from Lighting Fires at the Dinner Table

By: Blake Taylor

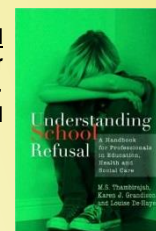


Blake Taylor's mother first suspected he had ADHD when he, at only three years of age, tried to push his infant sister in her carrier off the kitchen table. As time went by, Blake developed a reputation for being hyperactive and impulsive. He launched rockets (accidentally) into neighbor's swimming pools and set off alarms in museums. Blake was diagnosed formally with ADHD when he was five years old. In *ADHD and Me*, he tells about the next twelve years as he learns to live with both the good and bad sides of life with ADHD.

Blake's memoir offers, for the first time, a young person's account of what it's like to live and grow up with this common condition. Join Blake as he foils bullies, confronts unfair teachers, struggles with distraction and disorganization on exams, and goes sailing out-of-bounds and ends up with a boatload of spiders. It will be an inspiration and companion to the thousands of others like him who must find a way to thrive with a different perspective than many of us. The book features an introduction by psychologist Lara Honos-Webb, author of *The Gift of ADHD*, and a leading advocate for kids with ADHD.

### Understanding School Refusal: A Handbook for Professionals in Education, Health and Social Care

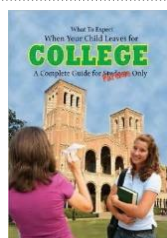
By: M. S. Thambirajah, Karen J. Grandison, Louise De-Hayes



School refusal is a crippling condition in which children experience extreme anxiety or panic attacks when faced with everyday school life and this handbook aims to explore and raise awareness of the problem of school refusal in children and young people, and provide plans and strategies for education, health and social care professionals for identifying and addressing this problem.

Combining educational and clinical perspectives, and with extensive use of case studies, the authors present recent research into the mental health problems associated with school refusal, such as anxiety and panic attacks, as well as the role that parental support plays in their children's school life. They also discuss the role of home tuition services and pupil referral units in extreme cases of school refusal, and provides concrete strategies for planning and organising services to manage the problem effectively.

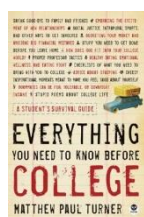
Understanding School Refusal is a valuable guide for professionals across the disciplines of education, health and social care, and will also be useful for training courses within these fields.



### What to Expect When Your Child Leaves for College: A Complete Guide for Parents Only

By: Mary Spohn

By reading this book, you will learn how your life will change, and you will discover ways to fill the void. *What to Expect When Your Child Leaves for College* provides you with countless ways to prepare yourself for your child's departure, as well as advice from parents, students, and psychologists. Whether your first child is leaving for college or it is your youngest child going away to school, you will find ways to cope with this difficult time in your life.



### Everything You Need to Know Before College: A Student's Survival Guide

By: Matthew Paul Turner

*Everything You Need to Know Before College* is a definitive, one-stop survival guide to the opportunities, challenges, and potential pitfalls of college life. More than just an introduction to university living, this book leaves no collegiate stone unturned as we explore being on your own for the first time, adapting to different personalities, dating smart in a no-rules environment, finding crucial friendships and Christian support, and how to make the most of your money. It's a crash course in College Reality.

**\*\*ALUMNI – Please share your news with us about the events in your life. Tell me about moves, weddings, promotions, etc. Email me at [lkahn@educationalconsulting.com](mailto:lkahn@educationalconsulting.com).**



## **When Kids Refuse to Go to School**

*We have been seeing an increasing number of school refusal cases in our practice. There are a few theories as to why this phenomenon is on the rise:*

**1. Children and adolescents have access to too many enjoyable activities when they stay home.** When I was a child, if I were to stay home from school, I would be bored out of my mind. Unless I could have quickly caught up with the story line of "General Hospital," there would be nothing to distract me from the long, drawn-out day, where I was lacking in social interactions. Today, the average home has TVs hooked up to cable, computers, iPads and smartphones galore and gaming systems, etc. Who would not want to stay home and "play" with their gadgets, in contrast to engaging in the challenging curriculum and uncharted social relations of an average day at school? I am always shocked when I hear how the children and adolescents who are too "emotionally ill" to go to school are allowed to be home, having access to technology. IF you are too sick to go to school, then you need to be engaging in a behavior that as closely as possible approximates the behaviors one would engage in at school. As long as your kid does not go to a school for programmers and gamers, chances are their school day does not entail being locked into technology. So they should not be allowed to do that if they are engaging in school refusal behaviors.

**2. Parents fail to see the dangerous waters their child is entering when they engage in school refusal behaviors.** When your child is little and screaming about not wanting to go to the doctor, what do you do? Do you negotiate? Do you wait until they are ready to obtain their annual checkup? Going to school is as mission-critical to survival as obtaining appropriate medical care. I always tell parents who meet with me that we need to treat school refusal as a psychiatric emergency. Children not showing up for school is equivalent to adults not showing up for work and not caring for their families' needs.

**3. It is unclear why the child is refusing to attend school.** In treating school refusal, it is critical to first conduct a functional analysis to determine why a child is refusing to go to school. School refusal is not a diagnosis; it is a symptom of a disorder. Is a child refusing to go to school because he is being bullied? Is she refusing to go to school because she is having panic attacks in the cafeteria? Is he refusing to go to school because he fears he will not make straight A's and his rigid, perfectionistic thinking is getting in his way? It is critical to figure out why a child is having a difficult time going to school in order to develop an effective treatment plan, to assist your child in reintegrating back into school.

It is also critical to have the support and the assistance of your child's school. It can assist you in creating an appropriate action plan to get your child back to school. That plan may entail a school staff member temporarily coming over to escort your child to school in the mornings (nothing quite as effective at getting a kid up and out as a school security guard entering the home). The plan may also entail accommodations such as your child being able to take a break from class if he or she feels a panic attack coming on. There are many creative strategies to assist a child in more effectively managing distress and obtaining the tools and skills necessary to handle life's challenging moments. What is most important is for children to learn that quitting, avoiding, or running away from problems is not a viable long-term solution. As we adults have all learned the hard way, it just leads to digging ourselves deeper into the pain and suffering.

If your child is struggling with school refusal or school anxiety, it is recommended you contact a mental health professional trained in cognitive-behavioral therapy (CBT) or pharmacotherapies or both. You can search for a therapist in your area on the [Anxiety and Depression Association of American \(ADAA\) website](http://www.anxietyanddepression.org/) to help you.

[http://www.huffingtonpost.com/debra-kissen/when-kids-refuse-to-go-to-school\\_b\\_4483268.html](http://www.huffingtonpost.com/debra-kissen/when-kids-refuse-to-go-to-school_b_4483268.html)



**KAHN EDUCATIONAL GROUP, LLC**  
*Certified Educational Planners*  
6717 Vanderbilt St.  
Houston, TX 77005

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## Celebrity Quotes from College Graduations

### **Denzel Washington, Dillard University**

"Don't be afraid to dream big, but remember dreams without goals are just dreams and they ultimately fuel disappointment. So have dreams, but have goals. To achieve these goals, you must apply discipline and consistency every day. You have to work at it...I try to give myself a goal every day, sometimes it's just not to curse somebody out."

### **Matthew McConaughey, University of Houston**

"Let's admit it, we all got two wolves in us, a good one and a bad one, you know what I'm talking about—and they BOTH wanna eat...We just gotta feed that good wolf a little more than the other one."

### **Katie Couric, University of Wisconsin-Madison**

"A fulfilling professional life can be found at the intersection of what you love and what you're good at. And when you think you've discovered it, go at it full-throttle...Finding the right work takes work and time. But don't wait forever to find your bliss or you may find yourself 30 and living in your parents' basement eating microwave popcorn and binge-watching re-runs of *The O.C.*"

### **Mark Ruffalo, Dickinson College**

"I'm asking each of you, at some point, to act up-be misbehaved. Buck the system. Fight for what you believe in. This is the time to do it. You're the ones to do it. Your world, like no other generation, you actually get to create the world that you can imagine. And never in the history of mankind has it been so available to so many people to do that thing."

<http://www.ew.com/article/2015/05/20/best-2015-celebrity-commencement-speeches>

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